School Profile

PURPOSE
The purpose of Doncaster Gardens Primary School is to facilitate the development of well-adjusted and unique citizens, who will succeed in life and actively contribute to the betterment of the global community.

VALUES
Compassion – displaying empathy for others and a desire to help.
Courage - the ability to face difficulty, uncertainty, or pain without being overcome by fear or being deflected from a chosen course of action.
Curiosity - a desire to know or learn something.
Creativity – the ability to use the imagination to develop new and original ideas or things.

ENVIRONMENTAL CONTEXT
Doncaster Gardens Primary School was originally established in 1972 as Waldau Primary School in Sandhurst Avenue, Doncaster East, a leafy eastern suburb of Melbourne. At that time the local community was predominantly of European descent, with a large German population. Orchards dating from the 19th Century still dotted the area. Since 1997 when Waldau and Doncaster East Primary Schools merged to become Doncaster Gardens, the school has grown and developed to become a centre of educational excellence; one which is both highly regarded and sought after for enrolments by parents near and far. With the changing local demographics over the last fifteen years, the school now has a mixed social and cultural cohort of students, with a LBOTE proportion of 0.69 and 20.8% EMA. The SFO density is 0.31 and the stability rate is 71.1%. 14 international students have been enrolled since 2009. The high percentage of students with Asian (predominantly Chinese) backgrounds has impelled the school leaders, staff and School Councillors to think deeply about the established curriculum, teaching methods and extra-curricular programs in place, and whether they meet the goals and expectations of our community.

The current school community derives from a wide range of cultures.

<table>
<thead>
<tr>
<th>Home Language</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Arabic</td>
<td>13</td>
<td>2.50</td>
</tr>
<tr>
<td>Cantonese</td>
<td>108</td>
<td>20.81</td>
</tr>
<tr>
<td>Chinese, nec</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Chinese, nfd</td>
<td>30</td>
<td>5.78</td>
</tr>
<tr>
<td>English</td>
<td>241</td>
<td>46.44</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Greek</td>
<td>13</td>
<td>2.50</td>
</tr>
<tr>
<td>Gujarati</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Hindi</td>
<td>2</td>
<td>0.39</td>
</tr>
<tr>
<td>Indonesian</td>
<td>5</td>
<td>0.96</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
<td>0.39</td>
</tr>
<tr>
<td>Korean</td>
<td>6</td>
<td>1.16</td>
</tr>
<tr>
<td>Malay</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Mandarin</td>
<td>64</td>
<td>12.33</td>
</tr>
<tr>
<td>Persian excluding Dari</td>
<td>6</td>
<td>1.16</td>
</tr>
<tr>
<td>Punjabi</td>
<td>3</td>
<td>0.58</td>
</tr>
<tr>
<td>Sindhi</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Sinhalese</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
<td>0.77</td>
</tr>
<tr>
<td>Turkish</td>
<td>4</td>
<td>0.77</td>
</tr>
<tr>
<td>Urdu</td>
<td>4</td>
<td>0.77</td>
</tr>
</tbody>
</table>
The number of students enrolled at the school has grown steadily from the low 300s in the early 2000s to reach 536 in 2011. The growing population combined with a small site and no further room for expansion led to the EMR approving an enrolment zone for the school, effectively limiting enrolments to those students whose ‘neighbourhood school’ is Doncaster Gardens. Many building and renovation projects have been undertaken since the merger, so that the school now looks significantly different to what it did even three years ago. The school environment is now exceptionally attractive and comfortable for students and staff, and the school is also very well resourced with furniture and equipment of all types, particularly ICTs.

The school is fully air conditioned, and there are interactive whiteboards in every teaching space and the principal’s office. The computer laboratory, with over 30 desktop computers, has been highly valued by the school community, and has been completely updated every three years. Dedicated specialist spaces for Visual Arts, Performing Arts, PE/Sport, LOTE and Technology are utilised by all classes, and together with a wealth of resources they enable high quality programs to be provided by the specialist teachers.

The teaching staff consists of a balance of highly experienced and early career teachers with about one third of the teachers being male. A team of four integration aides and five administrative staff support the teachers. Our teachers are prominent in local networks in the areas of Art, PE, LOTE and ICT, and readily engage in professional learning in association with other schools when opportunities arise. Eight teachers have taken Teacher Professional Leave in recent years, most to work on collaborative research projects with teachers from other schools. Three professional learning teams operate within the school throughout the year, with each teacher belonging to one: English, Mathematics and ICT. These teams meet twice per term to review the overall progress of the school in that curriculum area, and to share information about curriculum developments and innovations that may have emerged since the last meeting.

Students with identified learning needs participate in support programs including Reading Recovery, ESL, and literacy support. Extra curricula and extension programs are offered in areas in which our students tend to excel, including the WiseOnes program, Visual Arts, Mathematics, Chess and Music.

The school's core values are continuously modelled and actively promoted through the student wellbeing and social skills programs at all levels of the school. These values underpin all the policies, procedures and levels of operation of Doncaster Gardens Primary School.
### Strategic Intent

<table>
<thead>
<tr>
<th></th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
</table>
| **STUDENT LEARNING** | To maximize achievement levels for all students encouraging collaborative teaching and differentiated learning across the AusVELS. | Increase percentage of students achieving an A or B in English and Maths AusVELS Domains to at least:  
  - Reading – 75%  
  - Writing – 65%  
  - Speaking & Listening – 65%  
  - Number – 75%  
  - Measurement, Chance and Data – 65%  
  To increase the Matched Cohort growth in NAPLAN Reading and Writing from Year 3 to Year 5 to at or above the state mean. (2012 matched cohort growth for reading = 65  
  2012 matched cohort growth for writing = 59)  
  Improve student outcomes from Years 3 to 5 in NAPLAN Reading, so that the percentage of students in the top 2 bands in Year 3 is maintained for the same cohort when they are in Year 5. (2012 = Year 3 (bands 5 & 6) = 76.1%. Year 5 (bands 7 & 8) = 65.7%).  
  Improve student outcomes from Years 3 to 5 in NAPLAN Writing, so that the percentage of students in the top 2 bands in Year 3 is maintained for the same cohort when they are in Year 5. (2012 = Year 3 (bands 5 & 6) = 89.5%. Year 5 (bands 7 & 8) = 50.6 %.)  
  Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.  
  To increase the percentage of students achieving an A or B in LOTE in Years 5 & 6. What are we measuring this from? A starting % is needed.  
  Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.  
  Improve the Social Skills score in the Parent Survey to at least the lower 3rd quartile.  
  Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.  
  Review of current school values  
  Anti bullying program  
  Introducing philosophy to the curriculum  
  Differentiated curriculum  
  Evaluate current programs including:  
  - Restorative Practices  
  - Circle Time  
  - Foundation/Year 5 Buddies | To build teacher understanding of the National Curriculum  
  To implement a whole school approach to teaching and learning through:  
  - Data driven planning in AusVELS teams  
  - Differentiated Learning  
  - Inquiry Learning  
  To ensure that all classes F-6 have at least three back-to-back 100 minute Literacy blocks timetabled per week.  
  To implement a common language and approach to planning and delivery of curriculum in AusVELS teams.  
  To develop teacher effectiveness in assessment for, as and of learning, so that teachers can differentiate curriculum for all students.  
  To develop and implement a whole school approach to teaching and assessment of Literacy.  
  To provide programs which challenge students to become innovative and educated global citizens.  
  To utilize ICTs for authentic learning.  
  To build the capacity of individual and collective student voice.  
  To develop the understanding and skills necessary to act responsibly and influence others to take action for sustainable futures. |
| **STUDENT ENGAGEMENT AND WELLBEING** | To provide a safe and engaging learning environment where the school values are integrated and visible in all aspects of school life.  
  To foster the growth of social competencies, self esteem and connectedness through the development of a cohesive and sequential approach to student wellbeing. | Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.  
  Improve the Social Skills score in the Parent Survey to at least the lower 3rd quartile.  
  Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.  
  Review of current school values  
  Anti bullying program  
  Introducing philosophy to the curriculum  
  Differentiated curriculum  
  Evaluate current programs including:  
  - Restorative Practices  
  - Circle Time  
  - Foundation/Year 5 Buddies |}
| STUDENT PATHWAYS AND TRANSITIONS | To provide students with a smooth and supportive transition into, through and beyond the school. To use accurate assessment, tracking and monitoring of each child and targeted communication between year levels. | Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to be in or above the third quartile. Improve the Transition scores in the Parent Opinion Survey to be in or above the third quartile. | To implement and utilise the Student Performance Analyser program SPA To implement and use GradeXpert to record data for all students, including new students as they arrive throughout the year. Use data to track individual students and monitor social, academic, behaviour, intervention support and attendance from one year level to the next and ensure it is continuous and linked to programming. Meeting schedules to include regular exchange between year levels and sharing of resources Continue to build partnerships with secondary and preschool providers to improve transitions Ensure a smooth transition for all EAL and PSD students with targeted and ongoing communication between staff and parents. Assess and monitor new students entering at various levels in Literacy and Numeracy. Refer students with recognised needs to school support staff: Guidance, Speech, Social, Nurse. | • Peer Mediation • Social skills programs Plan for emotional, social and educational support for vulnerable students Continuing to develop the use of ICTs, and in particular mobile devices, as tools for teaching and learning Reflections on learning – use of ICT Student led classroom meetings Student led conferences Further refine student goal setting and self assessment Provide regular opportunities for focussed student feedback from the early years (Year 2?) Revise Start Up program to provide more opportunities for student voice eSmart ICU ARC Research Project |
### School Strategic Planner 2013-2016: Indicative Planner

#### Key Improvement Strategies

(KIS across the three student outcomes areas)

<table>
<thead>
<tr>
<th>STUDENT LEARNING</th>
<th>Actions</th>
<th>Achievement Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To build teacher understanding of the National Curriculum</strong></td>
<td>- Undertake PL in AusVELS and continue to audit curriculum in line with this</td>
<td>- Curriculum documentation of AusVELS</td>
</tr>
<tr>
<td><strong>To implement a whole school approach to teaching and learning through:</strong></td>
<td>- AusVELS teams timetabled to have common planning sessions</td>
<td>- Timetable documentation</td>
</tr>
<tr>
<td>- Data driven planning in AusVELS teams</td>
<td>- Document teaching and learning approach of what good teaching will look like at DGPS</td>
<td>- Documentation of learning and teaching approaches in each level</td>
</tr>
<tr>
<td>- Differentiated Learning</td>
<td>- Timetable all classes F-6 to have three back-to-back 100 minute blocks timetabled per week dedicated to literacy</td>
<td>- Lesile reading approach evident in Year 4</td>
</tr>
<tr>
<td>- Inquiry Learning</td>
<td>- Implement Leslie reading in Year 4</td>
<td>- Curriculum documentation for Speaking and Listening</td>
</tr>
<tr>
<td><strong>To ensure that all classes F-6 have at least three back-to-back 100 minute Literacy blocks timetabled per week.</strong></td>
<td>- Audit current Speaking and Listening curriculum F-6</td>
<td>- PL provided in Speaking and Listening</td>
</tr>
<tr>
<td><strong>To implement a common language and approach to planning and delivery of curriculum in AusVELS teams.</strong></td>
<td>- Undertake Professional Learning for all staff in Speaking and Listening</td>
<td>- Speaking and Listening included in planning documents</td>
</tr>
<tr>
<td><strong>To build teacher effectiveness in assessment for, as and of learning, so that teachers can differentiate curriculum for all students.</strong></td>
<td>- Build staff skills in understanding and applying an inquiry approach</td>
<td>- PL provided on inquiry learning</td>
</tr>
<tr>
<td>- To develop and implement a whole school approach to teaching and assessment of Literacy.</td>
<td>- Provide PL for staff on the use of the GradeXpert database and the SPA program</td>
<td>- Documented units of work based on the inquiry approach</td>
</tr>
<tr>
<td>- To provide programs which challenge students to become innovative and educated global citizens.</td>
<td>- Review the F-6 Literacy and Numeracy Assessment Schedules with assessment for, and of learning tools</td>
<td>- PL provided for GradXPert database and the SPA program</td>
</tr>
<tr>
<td>- To utilise ICTs for authentic learning.</td>
<td>- Build assessment for learning strategies in order to differentiate the curriculum</td>
<td>- Staff using GradXPert database to track and record student progress</td>
</tr>
<tr>
<td>- To build the capacity of individual and collective student voice.</td>
<td>- Build staff skills in the use of data analysis to inform planning and teaching.</td>
<td>- Staff using APA to track and record student progress</td>
</tr>
<tr>
<td>- To develop the understanding and skills necessary to act responsibly and influence others to take action for sustainable futures.</td>
<td>- Optimise the application of ICTs</td>
<td>- Documentation of revised Literacy and Literacy and Numeracy Assessment Schedules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Y1</th>
<th>Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicative Planner</strong></td>
<td>- Implement differentiated learning</td>
<td>- Curriculum documentation of AusVELS</td>
</tr>
<tr>
<td><strong>Curriculum documentation</strong></td>
<td>- Differentiated Learning included in planning documents</td>
<td>- Timetable documentation</td>
</tr>
<tr>
<td>- Evidence of DGPS teaching approaches evident in work programs and review documents</td>
<td>- Evidence of Lesile reading teaching approaches evident in programs</td>
<td>- Curriculum documentation for Speaking and Listening</td>
</tr>
<tr>
<td>- Timetable documentation</td>
<td>- Evidence of Lesile reading in Year 4</td>
<td>- PL provided in Speaking and Listening</td>
</tr>
<tr>
<td><strong>Implementation of the revised F-6 Literacy and Numeracy Assessment Schedules</strong></td>
<td>- Curriculum documentation for Speaking and Listening</td>
<td>- Speaking and Listening included in planning documents</td>
</tr>
<tr>
<td>- Monitor use of assessment for learning strategies</td>
<td>- PL provided for the GradXPert database and the SPA program</td>
<td>- PL provided on inquiry learning</td>
</tr>
<tr>
<td>- Ongoing PL in the use of data analysis to inform planning and teaching</td>
<td>- Staff using GradXPert database to track and record student progress</td>
<td>- Documented units of work based on the inquiry approach</td>
</tr>
<tr>
<td>- Ongoing PL in literacy and numeracy</td>
<td>- Staff using the SPA to track and record student progress</td>
<td>- PL provided in data analysis</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td>- Ongoing PL in data analysis</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
</tr>
<tr>
<td>- Curriculum documentation of AusVELS</td>
<td>- Curriculum documentation of AusVELS</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Ongoing PL in assessing and applying differentiated learning</td>
<td>- Differentiated Learning included in planning documents</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
</tr>
<tr>
<td>- Curriculum documentation of AusVELS</td>
<td>- Evidence of DGPS teaching approaches evident in work programs and review documents</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Evidence of Lesile reading teaching approaches evident in programs</td>
<td>- Curriculum documentation for Speaking and Listening</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
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<td>- Timetable documentation</td>
<td>- Evidence of Lesile reading in Year 4</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Ongoing PL in the use of the GradXPert database and the SPA program</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Data analysis part of weekly planning meetings</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
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<tr>
<td>- Implementation of the revised F-6 Literacy and Numeracy Assessment Schedules</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Monitor use of assessment for learning strategies</td>
<td>- Evidence of DGPS teaching approaches evident in work programs and review documents</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
</tr>
<tr>
<td>- Ongoing PL in the use of data analysis to inform planning and teaching</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Ongoing application of ICTs</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Audit the use of iPad in the classroom</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Use of iPad documentation in work programs</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Ongoing relationship with Fang Cao Di International School in China</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Increase LOTE provision for selected year levels</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Monitor the development of student voice</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Implement the Year 2 strategies of Resource Smart</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
<tr>
<td>- Implement Sustainabilityscope and sequence F-6</td>
<td>- Curriculum documentation of AusVELS units including Sustainability</td>
<td>- ICU ARC Research Project – TBA following briefing</td>
</tr>
</tbody>
</table>

Increase percentage of students receiving an A or B in English and Maths AusVELS Domains to at least:
- Reading – 60%
- Writing – 50%
- Speaking and Listening – 60%
- Number – 60%
- Measurement, Chance and Data – 60%

**Note:** The above does not include Year 2 data.
| Year 3 | • Ongoing PL in Ausvels/National Curriculum  
• Monitor application of differentiated learning strategies  
• Monitor use of DGPS teaching and learning approaches  
• Ongoing audit and monitor timetabling of 100 minute blocks timetabled per week dedicated to Literacy  
• Monitor current Speaking and Listening curriculum F-6  
• Monitor use of inquiry learning  
• Ongoing PL for new staff on the use of the GradeXpert database and the SPA program  
• Ongoing data analysis part of weekly planning meetings  
• Ongoing implementation of the F-6 Literacy and Numeracy Assessment Schedules  
• Ongoing use of assessment for learning strategies  
• Monitor the use of data analysis to inform planning and teaching.  
• Ongoing application of ICTs  
• Monitor use of iPads in the classroom  
• Continue to include an international focus in the curriculum  
• Ongoing relationship with Fang Cao Di International School in China  
• Refer to Student Wellbeing Actions on Student Voice  
• Implement the Year 3 strategies of Resource Smart  
• Ongoing implementation of Sustainability scope and sequence F-6 |
| --- | --- |
| Year 4 | • Ongoing PL in Ausvels/National Curriculum  
• Monitor application of differentiated learning strategies  
• Monitor use of DGPS teaching and learning approaches  
• Ongoing audit and monitor timetabling of 100 minute blocks timetabled per week dedicated to Literacy  
• Monitor current Speaking and Listening curriculum F-6  
• Monitor use of inquiry learning  
• Ongoing PL for new staff on the use of the GradeXpert database and the SPA program  
• Ongoing data analysis part of weekly planning meetings  
• Ongoing implementation of the F-6 Literacy and Numeracy Assessment Schedules  
• Ongoing use of assessment for learning strategies  
• Monitor the use of data analysis to inform planning and teaching.  
• Ongoing application of ICTs  
• Monitor use of iPads in the classroom  
• Continue to include an international focus in the curriculum  
• Ongoing relationship with Fang Cao Di International School in China  
• Monitor LOTE provision for selected year levels  
• Refer to Student Wellbeing Actions on Student Voice  
• Implement Resource Smart strategies  
• Ongoing implementation of Sustainability scope and sequence F-6 |

**Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the upper 2nd quartile.**

Increase percentage of students receiving an A or B in English and Maths Ausvels Domains to at least:

- Reading - 65%
- Writing - 55%
- Speaking & Listening - 55%
- Number - 85%
- Measurement, Chance and Data – 55%

**Curriculum documentation of Ausvels/National Curriculum**
- Differentiated learning included in planning documents.
- Evidence of DGPS teaching approaches evident in work programs and review documents.
- Timetable documentation
- Curriculum documentation for Speaking and Listening
- Speaking and Listening included in planning documents
- Documented units of work based on the inquiry approach
- PL provided for GradeXpert database and the SPA program
- Staff using GradeXpert database to track and record student progress
- Staff using SPA to track and record student progress
- Evidence of data analysis during team planning sessions
- Evidence of data analysis used to differentiate learning
- Assessment for learning strategies evident in work programs
- Use of iPads documentation in work programs
- Curriculum documentation to include cross-curriculum priorities including Studies of Asia and Sustainability
- Staff and students visit and work with Fang Cao Di International School in China
- Timetable documentation showing LOTE provision
- Documentation showing use of Resource Smart strategies
- Documentation showing use of Resource Smart strategies
- Curriculum documentation of Ausvels units including Sustainability
- ICU ARC Research Project – TBA following briefing

**Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.**

Increase percentage of students receiving an A or B in English and Maths Ausvels Domains to at least:

- Reading - 70%
- Writing - 60%
- Speaking & Listening - 60%
- Number - 70%
- Measurement, Chance and Data – 60%

**Curriculum documentation of Ausvels/National Curriculum**
- Differentiated learning included in planning documents.
- Evidence of DGPS teaching approaches evident in work programs and review documents.
- Timetable documentation
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- Documented units of work based on the inquiry approach
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- Documentation showing use of Resource Smart strategies
- Curriculum documentation of Ausvels units including Sustainability
- ICU ARC Research Project – TBA following briefing
STUDENT ENGAGEMENT AND WELLBEING

Review of current school values

Anti bullying program

Introducing philosophy to the curriculum

Further differentiate the curriculum

Evaluate current programs including:

- Restorative Practices
- Circle Time
- Prep/Year 5 Buddies
- Peer Mediation
- Social skills programs

Plan for emotional, social and educational support for vulnerable students

Continuing to develop the use of ICTs, and in particular mobile devices, as tools for teaching and learning

Reflections on learning – use of ICT

Student led classroom meetings

Student led conferences

Further refine student goal setting and self assessment

Provide regular opportunities for focussed student feedback from the early years (Year 27)

Revise Start Up Program to provide more opportunities for student voice eSmart

ICU ARC Research Project

Year 1

- Consultation with school community on school values
- Investigate whole school anti bullying program
- Investigate models of including Philosophy in the primary school curriculum, and provide appropriate PL for staff
- Arrange for suitable PL for staff on differentcurriculum eg Darren Kruse
- Encourage use of social recording of student reflections on their learning and goal setting, rather than writing them down
- Investigate available PL on student goal setting, reflections and self assessment
- Student Wellbeing Committee to evaluate the current programs
- Teachers to evaluate the Start Up program by the end of Term 1, Student Wellbeing Committee to revise before 2014
- Discussion on models of student led conferences
- Further refine processes for identifying, referring and supporting students at risk
- iPads in 2013 to be 1:1 in Years 5 and 6
- ICT PLT to investigate and plan future implementation of ICTs, software and Apps across the school
- Develop brief student surveys for the end of each term focusing on student connectedness and stimulating learning, for Years 2-6
- Complete planning phase of all domains of eSmart, and the implementing phase of some elements
- ICU ARC Research Project – TBA following briefing

Year 2

- School values to be publicised and frequently reinforced
- Implement whole school anti bullying program
- Trial Philosophy program
- Document teaching and learning strategies to enhance differentiation of the curriculum for all students
- Teachers record students’ reflections on their learning and goal setting on their iPads
- Introduce the format of student led classroom meetings during the Start Up program
- Restructure of student wellbeing/social skills programs commence
- Revised Start Up Program implemented
- Student led conferences to be trialed
- Guidelines for identifying, referring and supporting students at risk to be implemented
- Continue Years 5 and 6 1:1 iPad program
- Implementation of ICT proposal to commence
- Surveys for students focusing on student connectedness and stimulating learning to be implemented at the end of each term in Years 2-6
- Complete eSmart accreditation, including implementing and sustaining domains of eSmart
- ICU ARC Research Project – TBA following briefing

Year 3

- School values continue to be reflected in all school documentation and programs
- Principles of whole school anti bullying program continue to be followed
- Implement Philosophy program
- Teaching and learning strategies to enhance differentiation of the curriculum for all students continue to be included in curriculum planning documents and implemented
- Teachers continue to record students’ reflections on their learning and goal setting on their iPads
- Student led classroom meetings are held regularly
- Restructure of student wellbeing/social skills programs completed and fully implemented

Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the middle 3rd quartile.

Increase percentage of students receiving an A or B in English and Mathematics domains to at least:
- Reading – 75%
- Writing – 65%
- Speaking & Listening – 65%

Number – 75%

Measurement, Chance and Data – 65%

- New school values agreed on
- Whole school anti bullying program proposal prepared by the Student Wellbeing Committee
- Proposal for model of philosophy program, including PL and resources required prepared
- PL on differentiated curriculum sourced and implemented
- PL at staff meeting to demonstrate method of recording students’ reflections
- PL options on student goal setting, reflections and self assessment sourced
- Recommendations from the Student Wellbeing Committee regarding new and ongoing programs
- Revised Start Up program prepared for implementation in 2014
- Decision made regarding format of student led conferences
- Guidelines for the identification, referral and support of students at risk to be distributed to staff
- 1:1 iPads in Years 5 and 6 to be implemented
- ICT PLT to prepare proposal for the future implementation of ICTs, software and Apps (beyond 2013)
- Draft surveys for students focusing on student connectedness and stimulating learning to be prepared and trialed in Year 2-6
- Planning and some implementing indicators checked off on the eSmart website
- ICU ARC Research Project – TBA following briefing

Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Improve the Social Skills score in the Parent Survey to at least the lower 2nd quartile.

Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the middle 3rd quartile.

Revised Start Up program fully documented and distributed to staff

Student led conferences to be implemented according to agreed format

Evidence of strategies for differentiating the curriculum in AusVELS planning documents

Data on iPads used in assessment

Evaluation of effectiveness of student led classroom meeting during the Start Up program, and planning of regular student led classroom meetings

Social skills programs planned and implemented in all classrooms

Evaluation of revised Start Up program

Evaluation of trial of student led conference

Teachers following new guidelines for identifying, referring and supporting students at risk

Years 5 and 6 iPad program continues and is frequently reviewed and updated

ICT proposal is implemented and reviewed

Surveys completed, data analysed and results distributed to staff

Implementing and sustaining indicators checked off on the eSmart website

ICU ARC Research Project – TBA following briefing

Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Improve the Social Skills score in the Parent Survey to at least the lower 2nd quartile.

Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

School values visible throughout the school

Evaluation of whole school anti bullying program, documentation of incidents of bullying

Evaluation of trial of Philosophy program; plan and document future program

Evidence of strategies for differentiating the curriculum in AusVELS planning documents

Data on iPads used in assessment

Evaluation of effectiveness of student led classroom meeting during the Start Up program, and planning of regular student led classroom meetings

Social skills programs planned and implemented in all classrooms

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ICU ARC Research Project – TBA following briefing

Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the middle 3rd quartile.

Improve the Social Skills score in the Parent Survey to at least the middle 3rd quartile.

Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the middle 3rd quartile.

School values visible throughout the school

Documentation and analysis of incidents of bullying

Philosophy program fully implemented and documented

Evidence of strategies for differentiating the curriculum in AusVELS planning documents

Data on iPads used in assessment

Regular student led classroom meetings included in planning

Social skills programs planned and implemented in all classrooms

Revised Start Up program fully documented and distributed to staff

Student led conferences to be implemented according to agreed format

School values visible throughout the school

Documentation and analysis of incidents of bullying

Philosophy program fully implemented and documented

Evidence of strategies for differentiating the curriculum in AusVELS planning documents

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Surveys completed, data analysed and results distributed to staff

Implementing and sustaining indicators checked off on the eSmart website

ICU ARC Research Project – TBA following briefing

Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Improve the Social Skills score in the Parent Survey to at least the lower 2nd quartile.

Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

School values visible throughout the school

Evaluation of whole school anti bullying program, documentation of incidents of bullying

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Evidence of strategies for differentiating the curriculum in AusVELS planning documents

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Surveys completed, data analysed and results distributed to staff

Implementing and sustaining indicators checked off on the eSmart website

ICU ARC Research Project – TBA following briefing

Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Improve the Social Skills score in the Parent Survey to at least the lower 2nd quartile.

Improve the Stimulating Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.
STUDENT PATHWAYS AND TRANSITIONS

To further explore and utilise the Student Performance Analyser program SPA

Use GradeXpert to record data for all students, including new students as they arrive throughout the year. Use data to track individual students and monitor social, academic, behaviour, intervention support and attendance from one year level to the next is continuous and linked to programming.

Meeting schedules to include regular exchange between year levels and sharing of resources

Build partnerships with secondary and preschool providers to improve transitions

Ensure a smooth transition for all EAL, PSD and international students with targeted and ongoing communication between staff and parents.

Year 1

- Provide PL in using the SPA program
- Use information from SPA to inform programming to meet individual student needs.
- Provide PL in using the GradeXpert database
- Use and continue updating this database to develop a cumulative record of each student and to inform planning
- Investigate and develop internal transition program to prepare students for the transition throughout the school, with particular focus in Years 2 – 3 and 4 – 5.
- Audit reading resources and promote greater access between year levels.
- Build closer links with local secondary schools to cater for student needs and to share expectations about teaching and learning
- Strengthening of the Kinder/Foundation transition program
- Enhance parenting sessions and training programs for parents to help school readiness (in particular, social and emotional readiness)
- Regular PSD meetings with staff and parents
- PEPs to be written for EAL and PSD students
- Informal communication between staff and parents.
- Document and implement a transition plan for PSD students in Term 4
- Formal and informal assessment in Literacy and Numeracy
- Previous school’s assessments and reports to be used in conjunction with DGPS assessments
- Communicate with parents concerning new students’ wellbeing
- Communicate with parents and consult with support staff for help and strategies
- Update all student files and records.

Year 2

- Continued use of the information from SPA to inform programming to meet individual student needs.
- Ongoing use and updating of the database to develop a cumulative record of each student and to inform planning
- Train and mentor new staff in the use of SPA and GradeXpert
- Enhance cross age activities
- Foundation transition and Year 6 programs to continue to be enhanced and refined
- Regular PSD meetings with staff and parents
- PEPs to be written for EAL and PSD students
- Informal communication between staff and parents.

Year 4

- School values continue to be reflected in all school documentation and programs
- Principles of whole school anti-bullying program continue to be followed
- Implement Philosophy program
- Teaching and learning strategies to enhance differentiation of the curriculum for all students continue to be included in curriculum planning documents and implemented
- Teachers continue to record students’ reflections on their learning and goal setting on their iPads
- Student led classroom meetings are held regularly
- Restructure of student wellbeing/social skills programs completed and fully implemented
- Revised Start Up Program continues
- Format of student led conferences to be decided and implemented
- Guidelines for identifying, referring and supporting students at risk continue to be followed
- Continue Years 5 and 6 1.1 iPad program
- ICT proposal to continue to be implemented and reviewed
- Surveys for students focusing on student connectedness and stimulating learning continue at the end of each term in Years 2-6
- eSmart principles continue to be followed
- ICU ARC Research Project – TBA following briefing

Teachers following new guidelines for identifying, referring and supporting students at risk
- Years 5 and 6 iPad program continues and is frequently reviewed and updated
- ICT proposal is implemented and reviewed
- Surveys completed, data analysed and results distributed to staff
- eSmart guidelines followed in planning and policy documents
- ICU ARC Research Project – TBA following briefing

Improve the Social Skills score in the Parent Survey to at least the upper 2nd quartile.
Improve the Social Skills score in the Parent Survey to at least the upper 2nd quartile.
Improving the Stimulation Learning score in both the Parent Survey and the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Teacher training program for all staff (PL record)
- Staff to use SPA information for programming direction.
- GradeXpert training implemented for all staff (PL record)
- GradeXpert database continually updated by staff
- Evidence minutes of meetings
- Annual exchange of specific information about each child between previous and new teacher
- Documentation of activities and process developed
- Records of meetings and future action
- Documentation of internal transition program
- Scheduled meetings with local secondary schools
- Kinder visit notes
- Parenting sessions and training programs diary and notes
- Minutes of PSD meetings and future action
- Documentation of transition plan completed and kept in Student File
- Teachers following new guidelines for identifying, referring and supporting students at risk
- Years 5 and 6 iPad program continues and is frequently reviewed and updated
- ICT proposal is implemented and reviewed
- Surveys completed, data analysed and results distributed to staff
- eSmart guidelines followed in planning and policy documents
- ICU ARC Research Project – TBA following briefing

Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Teacher training program for all staff (PL record)
- Staff to use SPA information for programming direction.
- GradeXpert training included in induction program for new staff
- GradeXpert database continually updated by staff
- Evidence minutes of meetings
- Evaluate and expand on annual exchange of specific information about each child between previous and new teacher
- Documentation of activities and processes used to enhance transition between classes
- Records of meetings and future action
- Documentation of internal transition program to be used as part of the transition

School values visible throughout the school
- Documentation and analysis of incidents of bullying
- Philosophy program fully implemented and documented
- Evidence of strategies for differentiating the curriculum in Australian planning documents
- Data on iPads used in assessment
- Regular student led classroom meetings included in planning
- Social skills programs planned and implemented in all classrooms
- Revised Start Up program fully documented and distributed to staff
- Student led conferences to be implemented according to agreed format
- Teachers following new guidelines for identifying, referring and supporting students at risk
- Years 5 and 6 iPad program continues and is frequently reviewed and updated
- ICT proposal is implemented and reviewed
- Surveys completed, data analysed and results distributed to staff
- eSmart guidelines followed in planning and policy documents
- ICU ARC Research Project – TBA following briefing

Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 2nd quartile.

Teacher training program for all staff (PL record)
- Staff to use SPA information for programming direction.
- GradeXpert training included in induction program for new staff
- GradeXpert database continually updated by staff
- Evidence minutes of meetings
- Evaluate and expand on annual exchange of specific information about each child between previous and new teacher
- Documentation of activities and processes used to enhance transition between classes
- Records of meetings and future action
- Documentation of internal transition program to be used as part of the transition

School values visible throughout the school
- Documentation and analysis of incidents of bullying
- Philosophy program fully implemented and documented
- Evidence of strategies for differentiating the curriculum in Australian planning documents
### Year 3
- Increased teacher knowledge and capacity to use information from SPA to inform programming
- Ongoing use and updating of the database to develop a cumulative record of each student and to personalise learning
- Train and mentor new staff in the use of SPA and Gradexpert
- Informal communication between staff and parents.
- Transition plan for PSD students in Term 4 to be implemented and filed in student file.
- Formal and informal assessment in Literacy and Numeracy to be continued and moderated.
- New students' previous school's assessments and reports to be used in conjunction with DGPS assessments.
- Communicate with parents concerning new students' wellbeing.
- Communicate with parents and consult with support staff for help and strategies.
- Update all student files and records.

### Year 4
- Increased teacher knowledge and capacity to use information from SPA to inform programming.
- Ongoing use and updating of the database to develop a cumulative record of each student and to personalise learning.
- Train and mentor new staff in the use of SPA and Gradexpert.
- Continued work with year to year transition program and review process to ensure that it is relevant and having positive outcomes.
- Foundation and Year 6 transition programs to be reviewed to ensure that it is still relevant and meeting the needs for the students and their families.
- Regular PSD meetings with staff and parents.
- PEPS to be written for EAL and PSD students.
- Informal communication between staff and parents.
- Document and implement a transition plan for PSD students in Term 4.
- Formal and informal assessment in Literacy and Numeracy.
- Previous school's assessments and reports to be used in conjunction with DGPS assessments.
- Communicate with parents concerning new students' wellbeing.
- Communicate with parents and consult with support staff for help and strategies.
- Update all student files and records.
- Audit and reflect on the above programs and strategies.

**Program Goals:**
- Improve the Transition scores in the Parent Opinion Survey to at least the mid 2nd quartile.
- Improve the Transition scores in the Student Attitudes to School survey for Years 5 and 6 to at least the mid 2nd quartile.
- Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to at least the mid 2nd quartile.
- Improve the Transition scores in the Parent Opinion Survey to at least the mid 2nd quartile.

**Ongoing Uses:**
- Use documentation of activities and processes to enhance transition between classes.
- Records of meetings and future action.
- Documentation of internal transition program to be used as part of the transition program especially between Years 2-3 & 4-5.
- Minutes of PSD meetings and future action.
- PEPS training for new teachers and all PEPS recorded in Gradexpert.
- All relevant referral documents completed and kept in Student File.
- Teacher assessment records.
- Collate and file previous school's records for International and new students.
- Parent teacher meetings for International and new students.
- Referral records and reports.

**Objectives:**
- PEPS training for new teachers and all PEPS recorded in Gradexpert.
- All relevant referral documents completed and kept in Student File.
- Documentation of internal transition program to be used as part of the transition program especially between Years 2-3 & 4-5.
- Records of meetings and future action.
- Improver the Transition scores in the Parent Opinion Survey to at least the mid 2nd quartile.
- Improver the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to at least the upper 2nd quartile.
Foundation year.
- Parenting sessions and training continued and feedback used to further review these programs
- Minutes of PSD meetings and future action
- PEPS training for new teachers and all PEPS recorded in GradeXpert
- All relevant referral documents completed and kept in Student Files
- International student files updated
- Teacher assessment records to be updated
- Collate and file previous school's records for International and new students
- Parent teacher meetings for International students and new enrolments
- Referral records and reports

Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to at least the lower 3rd quartile.

Improve the Transition scores in the Parent Opinion Survey to at least the lower 3rd quartile.